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ABSTRACT

A number of ideological, economic and demographic changes are necessitating radical and substantial changes in the education system in England and Wales. Foreseeing a teacher shortage throughout primary education well into the 1990s, alternative forms of entry to the profession have been explored. However, the largest potential source for resolving teacher shortage lies in the pool of inactive teachers. There is a large number of these teachers who might return to teaching if adequate retraining options are available. This paper describes a one-year full-time course for teachers who were already qualified but had either been out of teaching for some time, or who wished to change from secondary to primary grades. Approaches that have been devised to meet the needs of these teachers and promote positive reskilling attitudes are discussed. An outline is appended of the first course devised for the program as well as a revised concept of the processes in a new course outline which was developed after the initial experiences of "reskillng". (JD)

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"Approaches to Reskilling as a Process of Professional Development"

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ABSTRACT

This paper examines the notion of "reskilling" in the context of a period of rapid educational change in the educational system in England. A case is made for seeing reskilling as an important process in teacher education in the 1990s, and outlines the approaches being developed at Charlotte Mason College to retrain teachers for the primary sector.

INTRODUCTION

As we move towards the final decade of the twentieth century, there are a number of ideological, economic and demographic changes which are necessitating radical and substantial changes in the education system of England and Wales. This paper examines the implications for teacher education of such changes and considers the notion of reskilling programmes in the context of our own developments in this field at Charlotte Mason College. The process of reskilling is also examined in a more speculative and developmental way which we hope will stimulate discussion and debate.

THE IDEOLOGICAL CONTEXT

The 1988 Education Reform Act has outlined the most significant changes in education in England for more than forty years. The Act is a product of the confidence of a Conservative administration in its third consecutive term of power during which it has managed to shift the ideological consensus towards accepting a more centralised control of education and the setting down of clear requirements with regard to the content of the school curriculum. Ostensibly, the intention is to locate responsibility for ensuring that schools satisfy the requirements of the new National Curriculum (1) with each individual school governing body. However, in doing so, the Secretary of State for Education has taken unprecedented powers to himself and the previously dominant power of the Local Education Authorities (L.E.A.s) is being considerably reduced. Since many of the L.E.A.s are controlled by Labour or Liberal/Democratic administrations, this move has at a stroke created the opportunity to impose an ideological conformity on English education which has not previously existed in the post-war period.

Traditionally in England, individual teachers have had considerable autonomy in deciding what to teach and how to teach it. Various studies (2) have been able to demonstrate the way in which this has led to considerable variations in curriculum balance and levels of attainment between different primary schools. For example, it has been demonstrated that in some schools, certain aspects of the curriculum were barely addressed at all. In others, a disproportionate amount of time was allocated to the "basics" (Maths and English) to the detriment of other areas of the curriculum. (3) Recent reports by Her Majesty's Inspectors of Schools (4) have also identified wide variations in teaching standards and a particular dearth of adequate provision in the areas of Maths and Science.

An acrimonious dispute between the teachers and their employers which spanned 1985 to 1987 resulted in the Secretary of State disbanding the joint negotiating body for determining teachers' pay and conditions of service (5) and also led to the imposition of a new pay structure and new contracts. These new conditions of service effectively determined, for the first time in the post-war period, specified contractual duties and hours of work together with in-service training requirements. (6) The pay award removed the various gradations of teaching posts by

introducing a "Main Scale" on which all teachers other than Heads and Deputies were located. It also increased pay differentials between Main Scale teachers and Heads and Deputies. It is in this context that a dispirited teaching force, faced with new pay scales emphasising a hierarchcal management structure, have come to accept the erosion of their autonomy to determine the curriculum in schools.

The National Curriculum, which will be implemented over the next few years, is a radical reassessment of what goes on in primary schools. The school curriculum will have three Core subjects, Mathematics, Science and English and these will represent a considerable proportion of pupil time. In primary schools there will also be the prescribed Foundation subjects of History, Geography, Music, Art, Physical Education and Technology. Religious Education will be required by law but does not form either a Core or Foundation subject. Attainment targets will be specified for each of the Core subjects and there will be pupil assessment at ages 7, 11 and 14 according to national criteria. (7) A proportion of the assessment tasks will be national standardised ones, others can be devised by class teachers. Moderation will occur across groups of schools to ensure a high level of consistency.

THE ECONOMIC CONTEXT

One of the dominant themes of the Thatcher administration has been the development of an economic climate in which many of the public services have been drawn into a competitive market structure. The ideologically weakest and least confident sectors have been the first to be "privatised". Thus, the first to go were large industrial or public service concerns like the telephone service and the gas industry which were reaily adaptable to the private sector. There has been more controversy in relation to any attempts to privatise elements of the Education Service and the National Health Service. Of these, the latter enjoys much public support and attempts to raise the pace of debate about the future of the N.H.S. have been met with some concern from the mass media, N.H.S. employees and the general public. However, in its rather dispirited form, the Education Service has enjoyed less public support and has lacked a powerful lobby in resisting some aspects of being required to respond to "market forces".

This process of being drawn into a market position has been most rapidly achieved in the area of higher education where all public sector institutions of higher education will become independent "Higher Education Corporations" from the 1st of April, 1989. (8) Funding for institutions other than Universities will be through a Polytechnic and College Funding Council (P.C.F.C.), in effect controlled by the Government, which will set the level of finance and capital building programme. Inevitably, institutions are drawn into competition with each other in terms of the provision of cost effective courses. The intention is to develop a more entrepreneurial atmosphere in higher education where institutions market their courses in competition with each other, thus ensuring that the most profitable and cost effective institutions are those which prosper and survive.

Schools, too, as a result of the 1988 Education Act, are being given a degree of financial control. "Local Management of Schools"

(L.M.S.) means that schools are given responsibility for their own budgets through their Governing Bodies. (9) Although the final details are yet to be worked out, it appears that schools are to be given a fixed budget which will be dependent upon the number of pupils. This budget will have to cover all the financing of the school and the Governing Body will have considerable autonomy in how that budget is used. For example, savings could be made on staffing in order to provide some additional educational facility. This represents a very dramatic change in the role of the Headteacher who is now having to take on this significant role of financial manager, a role for which few Headteachers have been prepared. Again, this puts schools very much within a competitive market situation in relation to each other since the key to finance lies in pupil numbers.

DEMOGRAPHIC CHANGES

In the post-war period, the supply of teachers in England and Wales has rarely been in balance. Following the second world war, an emergency one-year training programme was introduced and many Servicemen who were being demobbed took advantage of this in order to become teachers. Graduates were also allowed to teach untrained and there was a proportion of untrained teachers in primary schools who were there by virtue of their experience. The period of training gradually increased to three years for a Certificated Teacher and a one-year period of training for graduates.

In the 1960's when there was a serious shortage of primary school teachers, there were various shortened forms of training for mature candidates and this, together with a rapid expansion of teacher training in general, led to the teacher supply coming into balance again in the early 1970s. Unqualified teachers serving in schools were required to train and the untrained route into primary school teaching largely disappeared. By the mid-seventies, we were moving into an excess supply of teachers in the primary sector and this led to a large scale cutback in training programmes together with the closure of a considerable number of teacher training institutions. In the 1980s, teaching became an all-graduate profession for new entrants with the major routes being a three or four year course leading to a B.Ed. and qualified teacher status, or, the one-year postgraduate training course for those students who already had degrees in other subjects. After a period of over supply, the situation was largely in balance again by the mid 1980s only to be back in a slight deficit situation shortly after.

The current concern is that total numbers of children up to around seven years is showing a marked increase over recent years. (10) As this cohort moves through primary and into secondary schooling the Secretary of State claims that recent increases in the numbers of students in training will ensure that supply will remain largely in balance though there will be oversupply in some subject areas and acute shortages in areas like Maths, Physics, C.D.T., and Modern Languages. Similarly, in some inner city areas where high living costs coincide with unattractive working conditions, shortages may persist in both primary and secondary sectors. This view of balance of supply is challenged by the teacher unions who foresee a teacher shortage throughout primary education well into the 1990s.

In addition, the situation outlined above coincides with a corresponding fall in the numbers of 18 to 21 year olds during this period when we will have to increase the numbers of teachers recruited. So, during a period of rapid expansion in the economy with a corresponding rise in demand for workers in all sectors of the labor market, we are faced with having to recruit something like 20% of all graduates each year into the teaching profession. Since the National Health Service will require a similar proportion it is very quickly apparent that in the short term at least, the numbers of new teachers required will not be met by the traditional routes.

This situation has led the Government to explore alternative forms of entry to the profession. (11) The Secretary of State has seen the major strategy as being to make teaching attractive and available to a wider range of candidates, particularly older people. Others are: (i) tax free bursaries in shortage curriculum areas which are already available to be extended; (ii) taster courses for those in other occupations and the development training course employing part-time and distance learning techniques; (iii) conversion courses for teachers who wish to retrain for shortage areas; (iv) upgrading of skills and the proposal to introduce a licensed teacher (12) route whereby suitably qualified persons who are at least 26 years of age can begin teaching directly. The latter will have "a suitable programme of training" determined by the Local Education Authority who will then decide at what stage to award qualified teacher status.

However, the largest potential source for resolving teacher shortages lies in what is commonly known as the P.I.T. (pool of inactive teachers). In England and Wales there are some 400,000 qualified teachers currently out of service. The number of these returning to service each year is only around 16,000 so clearly there are a large number of others who might be tempted back if the opportunities were there and if adequate retraining options were available.

RESKILLING: AN INSTITUTIONAL RESPONSE

The introductory section of this paper has demonstrated, in the context of the education system in England, a number of reasons why we should explore processes of reskilling. The implementation of the 1988 Education Act means that one major reason is to help to prepare teachers for the period of rapid change which will call upon them to adopt new skills and reassess old ones. The introduction of the National Curriculum requires teachers to enhance skills in curriculum areas where they may be weak, it necessitates that they develop skills in preparing and managing assessment tasks, and in some individual cases, they will find themselves in curriculum areas which are oversupplied with teachers and will need to engage in a more extensive process of reskilling.

For Headteachers and their Deputies, there is the urgent need to skill themselves in the field of budget management and in the difficult task of becoming a managerial negotiator both with the school governors and with their teacher staff. Further, the marked demographic changes which will last well into the next decade require us to reskill teachers who need to change age phase, return to teaching after a break, or, as is

increasingly the case, move from another country to teach in England.

Similar ideological economic and demographic changes throughout the industrialised world will mean that many involved in teacher education will also be engaged in attempting to help teachers cope with and adapt to periods of rapid change. The writers of this paper hope that our experiences and thoughts on developing reskilling programmes will help in focussing attention upon some little explored aspects of the processes involved.

SCOURING THE PIT

Providing retraining options for trained teachers who find themselves in the "P.I.T." is clearly one way of ensuring that any projected teacher shortages are kept to a minimum. Sensing a market for reskilling options in this area, we at Charlotte Mason College deised a one-year full-time course for teachers who were already qualified but had either been out of teaching for some time, or, who wished to change age phase from secondary to primary.

Because we were looking to candidates who already had their teaching qualification, our intake would not be determined by the quota system which operates for initial teacher training. We decided to finance the course out of our National Advisory Board allocation for In-Service training. (13) This meant that the only costs to be met by the students on the course would be tuition fees and examining fees. These amounted to around $1,000 per student.

Almost all the students who eventually began the course were able to obtain this money from the grant aiding system operated by Local Education Authorities. (14) In addition, some were awarded an additional grant towards maintenance during the year. The course was advertised both nationally and locally and there was a very good response to this. Clearly, we had been correct in our assessment of the need but even so, the categories of respondents were surprising.

The largest response came from female secondary school teachers who had taken a break from teaching to raise their families and now wished to return to teaching but in the primary sector rather than the secondary sector. It became evident at interview that many of these women would not return to teaching at all if it meant returning to a secondary school post.

The second largest group was from women who had trained for primary school teaching (and a few for secondary schools), but had never taught because of the over-production of primary teachers in the late 1970s and early 1980s. Although the employment situation had improved, these teachers were either still finding it difficult to get a post because of the period of time which had elapsed since their training, their lack of experience, or, the fact that they themselves lacked the confidence to apply for posts feeling themselves to be out of date in educational matters.

A third group of applicants were made up of men and women teachers who were currently serving in secondary school posts but wished to pursue

accommodate since they would require their Local Education Authorities to agree to the move and then to second them on full pay (15)for a year. However, we were surprised by the number of serving teachers who felt themselves to be so frustrated by their jobs that they wished for this complete change of direction.

A few applications were also received from teachers who were in specialist fields and wished to rejoin the mainstream. Although we had not advertised abroad, we received a number of enquiries from outside the U.K. from either expatriate teachers who wished to return to England or from non-U.K. teachers who wished to gain a detailed understanding of British primary school teaching. (16)

We did have some fears, a view also expressed by local Primary School Headteachers, that the course would attract the "weak" secondary school teacher who saw the primary school as a softer option. We therefore devised a rigorous system of selection involving group and individual interviews which was intended to clearly identify motivation. In addition we devised the course in such a way that intensive periods of school placements would very quickly identify those who were unsuitable and they could then be counselled out.

ESCAPING FROM THE PIT

In devising the reskilling course we had to take into account a number of factors, the first of which was the logistics and economics of fitting it into our current teaching programmes. The second was the difficulty of identifying the specific reskilling needs of the client population.

Fortunately, we already had a one-year pre-service course which had around 50% school based work and which covered the whole of the primary school curriculum. This provided for us an economical unit on which to build a reskilling course. So, in the first year, we ran a retraining option which drew largely upon elements of our one-year pre-service course.

The outline for this first course is presented as Appendix 1. Briefly, the course prepared students across the whole of the 4 to 11 year age range, this corresponding to the usual primary school intake in England. The programme is equally divided between school based and college based elements, one innovatory feature of this being that the pattern of the one year of study matches almost exactly that of our one-year postgraduate pre-service training course. This has presented us with the opportunity of bringing together, for certain aspects of the course, our reskilling students with others who are undergoing pre-teaching courses.

We began with a small group of students initially, these having a wide range of previous experiences. Early in the course, differences between our students engaged in reskilling and those undergoing pre-service training became apparent in classroom practice. In particular, we noted amongst the retraining students a need to "unlearn" certain practices which had been part of their persona as teachers. This

"unlearning" required a reassessment of teaching processes and necessitated a willingness to confront issues such as teaching styles, control strategies and planning and evaluation.

This meant that the retrainers, in the first part of the year, tended to trail behind the pre-service students who were not having to undergo the same level of self-examination. However, it was also evident that the retraining students had levels of understanding in some aspects of classroom processes which provided a substantial bedrock of knowledge, and we recognised that if we were able to tap these understandings it would contribute greatly to developing their practice in the classroom.

Another area where retraining students lagged behind pre-service students was in terms of confidence. It had been expected that qualified teachers would exhibit more confidence, both in terms of approaching tasks and in identifying their own learning needs. The contrary of this proved to be the case. It appeared that retraining students felt that they ought to be better in evaluation and practice than pre-service students and the fear of not meeting their expectation led them to be more inhibited in their school based work and in self-evaluation. Tutors found a tendency towards lack of self-criticism which at its most intense might be interpreted as stubbornness in avoiding reflection on their own practice.

However, it was also clear that once having passed through this stage of non-compliance, through a process of confidence building, retraining students were able to develop high level powers of reflection and analysis. This was evident particularly in the high level of coursework produced, where reflection on teaching processes compared to that of the very best of the pre-service students. Classroom practice, though, still failed to improve on that of the best pre-service students, and, in most cases fell short of what might have been expected.

So why was there this failure to improve upon pre-service practice? At the end of the first year a review was carried out and a number of significant factors were identified as influencing success. These were as follows:

1. the retraining students often brought to the course inappropriate teaching and classroom management strategies which had to be unlearned;

2. they had expectations that their practice and understandings would be superior to that of pre-service students;

3. over-high expectations led to a lack of confidence which manifested itself as a lack of willingness to attempt new approaches and to engage in a critical self-evaluation.

A further factor might well have been that in general the retraining teachers were less well qualified, in terms of higher education, than the pre-service students.

This review led us to examine the structure of the course and several changes were made. The first of these was to make the selection progress even more rigorous. In particular, we looked for a willingness to engage in change and tried to ensure that there was a positive attitude towards reskilling. We then reconsidered the wisdom of having

retraining students working alongside pre-service students.

Our experience of the first year of the course had been that the needs of the two groups were not just different, on occasions they were contrary. With this in mind, the retraining group were placed with their own tutor for the important elements of the course which considered classroom management and practice. We looked at the pattern of school experience and tried to reorganise it so that it emphasised the strengths which the retrainers brought to the course. As a consequence, one of the school experiences was devised so that they could go into schools in a professional partnership role (17) to engage in curriculum development with serving teachers. This also had the advantage of acting as a confidence booster and of enabling the retraining students to engage in self-evaluation with teachers, and so, we hoped, evaluate themselves in a less threatening context.

Finally, we tried to keep our expectations of pre-service and retraining students separate. One aspect of this was to change the assessment of school experience to one which largely relied upon self-evaluation through a record of achievement. Students were encouraged to set their own goals for classroom practice and in this way we hoped to emphasise the individuality of each experience and at the same time remove the element of competition.

The results of our initial experiences in 'reskilling' courses led us to a revised conception of processes and resulted in a new course outline (Appendix 2). The principles and philosophy underpinning our new approach is outlined in the next section of this paper.

THE RESKILLING PROCESS - GROWING INTO A DEVELOPING PROFESSIONAL

So far in this paper, we have outlined the radical changes in the English state-maintained education system which will have far-reaching implications for revising the skill-base of many practising teachers and change the demands and practices of initial teacher training. These are pressing needs and demand rapid responses from those involved in teacher education at all levels. You have already been introduced to some of the initiatives currently being developed at Charlotte Mason College to tackle these demands and our proposals to meet future needs.

The notion of "professional reskilling" for teachers will be an essential feature of many of our programmes. Teachers and students will need to feel that change need not be threatening, but an opportunity to be accepted and utilised to advantage for one's own professional practices. Such "professional reskilling" requires cultivating an attitude of mind about oneself as a teacher, which commends the development of further skills, the refining of professional judgements and the reviewing of practice as being paradigmatic of the effective professional practitioner.

Introducing means by which teachers can have opportunity, time and support to cultivate these attitudes is a complex problem. Indeed, assuming that they see such changes in professional attitude as beneficial is itself problematical. Fortunately we at Charlotte Mason College have been presented with the opportunity this year to test out

the practicalities of professional reskilling with a group of willing teachers, receptive to the processes of professional and personal regeneration.

In this final section of the paper I will introduce you to the reskilling process as we have identified it for this group of teachers and outline approaches we have devised to meet their needs and promote positive reskilling attitudes.

As already outlined, the group of teachers come from very different teaching backgrounds and range in age from mid-twenties to early fifties. Some have taught for considerable periods, others not at all. Some were trained for the secondary age range, others for primary children. What they all have in common is that they are all qualified teachers each of whom has made a firm commitment to undergo a period of further training to teach children in the primary age range. Each of them has chosen to achieve this objective by enrolling on a one-year full-time course at the college (the Certificate of Applied Education course - C.A.E.) specifically designed for this purpose.

The tutor charged with the responsibility of running and developing this course was faced with the challenge of devising a new approach to reskilling which both respected the professionalism of the course members, whilst at the same time recognising their needs to learn new skills within a secure and unthreatening framework. The approach developed to meet these conditions is known as "learning in professional partnership".

This approach is based on the assumption that for purposeful learning to occur and effectively change the practice of the person in the reskilling situation then the following conditions must prevail:

1. **Professional Security**
   The person must feel secure in receiving new understanding and see it as enhancing their professional competence, not challenging it.

2. **Reflective Learning**
   The person must have opportunities to reflect upon their changing and developing professional awarenesses throughout the course.

3. **Partnership Support**
   The person must feel they are in control of setting their own agenda for reskilling and are supported by other professionals in doing so.

From these essential prerequisites the notion of learning in professional partnership was constructed.

What is professional partnership and how does it work in practice?

Well, in professional partnership, assuming that in learning situations which demand changes in understanding and perception, then a dialogue between teacher and learner with fellow learners is likely to be more productive than receiving the expert opinion, it is essential for these reskilling teachers to feel their thoughts are valued if they are to benefit from the course. So for partnership to become a reality this means deliberately contriving learning situations where this dialogue can take place so that the status of the person who is thought to have the

knowledge does not stand in the way of the reskilling teacher's ability to learn.

This means that an enabling role must be adopted by those with a teaching responsibility for aspects of the course in which they can use their expertise to assist the learner in finding out and interpreting their findings.

The notion of partnership permeates different aspects of the course and is therefore being developed in various ways to meet the demands of different situations.

One of the earliest experiences of engaging in a learning partnership takes place during the first weeks of the course. As you will be aware from the course outline described in Appendix 2, fieldwork settings within the primary classroom are used extensively as contexts for learning for our reskilling teachers. In these situations where they are required to work in somebody else's classroom the establishment of a professional partnership between classroom teacher, reskilling teacher and college tutor is essential. The "normal" practice where the class teacher is there to supervise the student's progress whilst working with her children and the student is "apprenticed" to the teacher to learn how to do it is just not appropriate in this situation.

In the initial re-orientation period in schools teachers are required to investigate how children learn in the infant classroom. They are placed with a specially selected infant teacher for a period of two days a week, over five weeks. The teacher will have been selected because she is a good practitioner. Each partnership in consultation with a college tutor, will draw up an agreement which will determine an appropriate pattern of working which suits the particular needs of the student.

Within this plan the reskilling teacher will have responsibility for setting targets and negotiating the support roles she wishes the college tutor and classroom teacher to adopt (these roles are taken from a number of exemplar possibilities and are open to revision as new needs emerge). The classroom teacher will be responsible for encouraging a high level of critical analysis and strategic planning by the reskilling teacher and the college tutor will exercise responsibility for monitoring the progress of the partnership.

In reality, it works like this: Joyce, the reskilling teacher, wants to try a P.E. lesson in the hall with the class of lively five-year-olds she has been working with for three days. She asks Anna, the class teacher, to observe her, paying particular attention to control strategies and pitch of activities for the children. In my role as college tutor I am asked to closely observe the reactions of one child who has limited concentration, poor control and difficulty in following instructions in the classroom setting. Joyce asks me to devise my own observation framework to inform her in detail of the child's reactions in this new situation. After the lesson, during playtime we sit down together and debrief the lesson, giving feedback to Joyce and helping her to interpret what can be gained from this review and how she can use our findings for her future planning. But the benefits of the professional partnership in this situation do not end here. As we talk, new learning is revealed for all of us. Anna has learned some new approaches from watching Joyce which she would like to incorporate into her own P.E.

work. I have been intellectually stretched by having to meet the demands of devising an instant observation framework, and have invented something that I will use in other situations and Joyce has learnt far more than she could have done from just relying on her own evaluation of the situations. This illustration neatly outlines one of the prime outcomes of professional partnership approaches - all the partners can learn from each other and facilitate learning for the others. Think what this does for the self-esteem of the reskilling teacher.

A second example of professional partnership takes place in the current Educational Studies programme which runs throughout the year alongside the classroom-based aspects of the course, and stems from the understanding of the benefits of inter-partner learning as indicated in the previous example. The function of this course is to give the reskilling teachers opportunities to identify issues which concern them and take the initiative for designing and leading a workshop for the rest of the group to open up the issues and address the implications for us as teachers. They work in pairs or threes to research the field, resource the workshop, and devise methods to sharpen up our perceptions of the issues. The workshops are practical and the role of the college tutor in the process is to introduce and advise on strategies for effective workshops. Issues which have been raised by the group and dealt with in this way range from general enquiries, for example:

> "Do we inadvertently reinforce sexist attitudes in our dealings with children in the classroom?"

to very specific issues:

> "How can we test the acquisition of certain scientific concepts in seven-year-old children?"

In each instance the partner/presenters are helped to structure the sessions using active learning methods for the group (e.g. role-play, simulation, goal-orientated tasks, games, interpreting evidence).

The results of their efforts always reveal new aspects of these issues for all of us in the group. For example, in the session on Teacher Appraisal (interviewing teachers by senior staff in a school to determine performance targets and professional development needs), the group assumed roles as trainers of people chosen to be appraisers and brought forward a set of recommendations relating to how teachers might feel in the interview situation and strategies to ensure non-threatening and successful outcomes of the appraisal procedure. These will be circulated to people at college who are actually involved in the training of teachers as appraisers.

The positive benefits we have observed for the participants in this partnership in raising educational issues include the elevation of self-esteem as a well-informed teacher and accentuating the value of the individual's potential for enabling other colleagues to learn.

In both the above examples of professional partnership for learning in action, it will be clear that changing attitudes to oneself as a professional, which we claimed earlier lies at the heart of the reskilling process, is a central issue. So what emerges from the above is that a professional teacher is

> **one who willingly draws upon the expertise of others to enable one's own thinking to move forward**

and secondly

> **one who raises issues of concern with colleagues and expects them to be dealt with profitably.**

The hidden agenda here is that these are essential ingredients of the effective primary school teacher in this period of rapid educational change. As well as being required to teach effectively, teachers are now going to be required to:-

- develop advanced skills of observation and interpretation for specific assessment purposes;
- develop new understandings of assessment and testing in order to administer new National Curriculum tests effectively;
- learn to adopt new teaching strategies to facilitate children in investigation and problem-solving modes of learning;
- take responsibility for curriculum leadership in an area of the National Curriculum;
- develop the ability to appraise their own professional needs;
- learn to operate as an effective member of a school staff team in putting new demands into practice.

In relation to the development of our reskilling course for teachers we believe that all of these issues can best be dealt with through professional learning partnerships and support.

The final example of professional partnership, IT-INSET meets many of the reskilling demands outlined above, by creating a unique opportunity for the reskilling teacher to become part of a team dedicated to resolving a real curriculum development need identified by a particular school. Schools can forward requests for support with curriculum development projects via their local inspector to the college.

A group of us screen these requests and where a school demonstrates a strong commitment to teamwork, we suggest the setting up of an IT-INSET project in request to their demands. A professional partnership is then set up between the school and the college and we convene a team to work regularly in the school addressing the particular curriculum issue through collaborative action research methods. A team will typically consist of a class teacher, two reskilling teachers, two students in initial training and a college tutor. The team meets on a regular basis in the classroom to undertake the investigation with the teacher's class.

The pattern of working is to teach and observe children working in the morning session and during the afternoon to meet away from the classroom to evaluate what the team has learnt from the children's responses and to decide priorities to be addressed in the next working session.

Members of the team are accorded equal status to make contributions

and raise issues that they feel important; team roles are also rotated so that everyone takes a turn in leading a session, observing, preparing, chairing team meetings, and recording proceedings.

Each project is unique and is committed to producing materials and guidelines for the school as a result of evaluating the team's achievements.

Involvement in IT-INSET projects give reskilling teachers the chance to operate on a collaborative classroom research project as an equal partner in a team enterprise. As a result they can become effective agents in the processes of real curriculum development originating in the defined needs of teachers. Finally they gain experience in giving extensive professional support to colleagues involved in encouraging the implementation of new ideas by practising teachers. This is one of the richest experiences on the course for many people and gives them a new found professional credibility which will remain with them into their new jobs.

We have tried to demonstrate how in our course we have tackled the needs of a particular group of teachers who have opted to engage in reskilling. The professional partnership in learning approach was developed as a response to these needs. We have been excited by the effectiveness of this approach in creating highly skilled teachers with a vision of their own future which places professional development firmly as an operating principle for their future job satisfaction and continued career fulfilment.

We think that professional partnership has vast implications for other courses and forms of training and we are currently engaged in looking further afield for other applications. If professional partnership sounds a viable way forward in your own situation we would be interested in hearing from you.

CHS/PES/CKT/EC
9.2.89

FOOTNOTES

(1) Although new to England, a nationally prescribed curriculum is not at all unusual in other countries. For a useful summary of the 1988 Education Act see 'The Education Reform Bill (Digest)', Education, Vol. 170, No. 22, 27th November 1987, Longmans Journals, Harlow, U.K.

(2) For example:
GALTON, M., et al, (1980), Inside the Primary Classroom, London, R.K.P.
BENNETT, S. N., et al, (1980), Open Plan Schools: Teaching, Curriculum and Design, Windsor, N.F.E.R. - Nelson.
TIZARD, B., et al, (1988), Young Children at School in the Inner City, Hove and London, L.E.A., Ch.4.

(3) BASSEY, M., (1978), Nine Hundred Primary School Teachers, Windsor, N.F.E.R. - Nelson.

(4) See, for example, D.E.S. (1987), The New Teacher in School, London, H.M.S.O.

(5) D.E.S., (1987), School Teachers' Pay and Conditions of Service, London, H.M.S.O.

(6) ibid.

(7) 'The Education Reform Bill (Digest)', op. cit.

(8) Great Britain, D.E.S., Cmd. 114, H.M.S.O. (1987)

(9) See for example SCETT NEWS No. 15 (Jan. 1989)

(10) There is indeed some controversy over this. For example an article in the Sunday Times, 5th February 1989, p. F3, indicates quite clearly a substantial shortage of primary school teachers. On the other hand, the Secretary of State for Education, in an address to Chief Education Officers, 27th January 1989, suggests that only 1.5% of primary posts were vacant in January 1988 and that the supply of teachers in the primary sector was likely to be adequate.

(11) See speech by Secretary of State to Chief Education Officers, 27th January 1989.

(12) Ibid.
There are also many interesting commentaries on this. For example see Times Educational Supplement, February 3rd 1989, articles entitled, 'An inadequate response', 'Licensed Teacher scheme gains employers' support', 'Trainee scheme unworkable', 'Mr Baker opens door to more untrained staff'. See also, D.E.S., 'The Provisional Teacher Program in New Jersey', London, H.M.S.O., 1989.

(13) This is a system by which teacher training and some In-service courses have been financed up till April 1st 1989.

(14) Students in the U.K. will generally qualify for 3 or 4 years education at H.E. level subject to parental income.

(15) Secondment in the U.K. has been a declining feature of In-service education because of the large costs to the employer.

(16) There are many British trained teachers in the ex colonies and in areas like the Middle East where they service the children of expatriate workers.

(17) This IT/INSET role has been previously outlined in SANDELL, P.E., SIXSMITH, S.C., & SKELDING, C.H., 'Partnership in Education - The Development of School College Links', Charlotte Mason College, Cumbria, a paper presented at the A.T.E. National Conference, 1988.

<u>THE FOLLOWING TEXTS ARE USEFUL SUPPLEMENTARY READING</u>

PATRICIA ASHTON et al. Teacher Education in the Clasroom: Initial and In-Service (Croom Helm 1983)

ed. DAVID BOND, ROSEMARY KEOGH & DAVID WALKER Reflection: Turning Experience into Learning (Kogan Page 1985)

ANDREW POLLARD & SARAH TANN Reflective Teaching in the Primary School: A Handbook for the Classroom (Cassell Educational 1987)

CHRIS DAY, PAT WHITAKER & DAVID WREN Appraisal and Professional Development in Primary Schools (The Open University 1987)

APPENDICES

APPENDIX 1

CHARLOTTE MASON COLLEGE OF EDUCATION

CERTIFICATE IN APPLIED EDUCATION (PRIMARY)

COURSE FOR TEACHERS WHO WISH TO RETRAIN FOR THE PRIMARY AGE RANGE

This is a one-year course leading to a College Certificate in Applied Education (Primary). It is designed to provide an intensive retraining for qualified teachers who have either been out of teaching for some time, or who wish to transfer from Secondary or Special Education to the Primary sector. It draws upon the resources and expertise built up through our one-year P.G.C.E. course and many of the taught elements will be shared with this course. School experience will be an extensive aspect of the retraining and will include both infant and junior placements with an opportunity to specialise in either the early years or the middle years in the second half of the course. Although the overall pattern of school experiences is an established one, there are many opportunities within it to cater for the individual needs of students. Where possible, the block school experiences can be arranged to take place in the student's home area and the whole of this part of the programme will be arranged and supervised by the student's Professional Tutor.

The course will provide the framework of essential skills, knowledge and understanding required by the present day primary school teacher, together with a basic programme of core studies. Within and beyond this, students are expected to contribute to their own development and professional training as individuals and in groups by identifying their own needs, by building up strengths, and by the pooling of sharing of insights and experience. Considerable responsibility, therefore, falls upon students for collaborating in their own professional development with tutors, other teachers and fellow in-service students.

Applications are invited from suitable candidates whether in employment or not who are trained teachers and who wish to undertake a rigorous, demanding and stimulating period of retraining.

COURSE DETAILS

TERM DATES 1989-90

Autumn Term	Tuesday 12th September 1989 Wednesday 13th December 1989
Spring Term	Monday 8th January 1990 Friday 6th April 1990
Summer Term	Monday 23rd April 1990 Friday 6th July 1990

COURSE OUTLINE

a. **School Experience**

First half Autumn Term	2 days per week Infant Age Range
Second half Autumn Term	4 weeks continuous Infant Age Range
First half Spring Term	2 days per week Junior Age Range
Second half Spring Term	5 days continuous Junior or Infant Age Range
Summer Term	6 weeks continuous Junior or Infant Age Range

Total days in school = 79 + 4 days structured experience in Language and Maths

In addition, there are 5 days of fieldwork related to multicultural education, special educational needs and parental involvement.

b. **College Based Courses**

Throughout the year, all students will take courses in:

Language and Reading
Mathematics Education
Primary Curriculum Foundation Course
A Curriculum Specialism
Education and School Studies

In addition, there are shorter, intensive sessions devoted to:

Special Educational Needs
Multicultural Curriculum
School Preparation

Total College Based Courses = 346 hours

The Language and Mathematics courses cover aspects of the teaching of these areas across the primary school age range.

The Primary Curriculum Foundation Course presents an introduction to all the elements of the primary school curriculum. It adopts an approach which involves both integrated and modular elements in order to cater for

the varying demands of providing structured experience in the different subjects. All the curriculum areas address the issues of 'special educational needs' and 'multi-cultural curricula'.

For the Curriculum Specialism, it is assumed that the student already has a substantial knowledge of the content area at their own level. For graduates, it would correspond to the subject of their degree studies and for non-graduates it would correspond with their main subject in initial training. The aim of this course, which would normally be taught through seminars and tutorial sessions, is to develop the role of curriculum leadership in the primary schools. This will include such applications as curriculum building, integration and the process of innovation.

All school based work is supported by the Education and School Studies sessions each week. This course examines classroom practice and principles and students are required to contribute to this through devising their own seminars.

ASSESSMENT

A pass level must be achieved in each of the following areas:

a) a seminar or tutorial paper
b) a curriculum project in the student's specialist area
c) a self-assessment profile of teaching performance
d) the final extended school experience

COST

The costs for tuition and examination fees for the course in 1989/90 are not yet available but are likely to be in the region of £720 for the full year. This is payable in three instalments, one at the beginning of each term.

Students are responsible for finding and financing their own accommodation for the period of the course. To help applicants in this matter, there is a Student Lodgings Officer (Mrs J. Earnshaw) who may be able to suggest possible contacts.

Applicants should enquire of their own Local Education Authority as to whether they are entitled to grant aiding, or, in the case of teachers in employment, secondment.

APPLICATIONS

The appropriate form should be completed and returned as soon as possible to:

Miss Elisabeth Clark,
Secretary to the P.G.C.E. Course,
Charlotte Mason College of Education,
Ambleside,
Cumbria,
LA22 9BB.

It is hoped that interviews will be held at the College during November and December 1988.

C. H. Skelding B.Ed.(Hons.), M.Sc.
Retraining Course Director

CHS/EC/KC9.22
24.6.88

SE/89/21 Agendum 4

CHARLOTTE MASON COLLEGE OF EDUCATION

ADVANCED DIPLOMA IN PRIMARY EDUCATION (SPECIALISING IN EITHER THE EARLY OR MIDDLE YEARS OF SCHOOLING)

A. INTRODUCTION

This course will lead to the award of a D.A.S.E. Primary Education (Early Years) or a D.A.S.E. Primary Education (Middle Years).

1. RATIONALE

There is a strong demand from qualified teachers for an intensive course which will enhance existing teaching skills, develop a comprehensive understanding of good primary school practice and prepare them for a curriculum leadership role. The recent rapid changes in the demands being made upon primary school teachers as a result of the 1988 Education Act have created a need for advanced courses which will enhance teachers' abilities to make a significant contribution to such changes. The need for highly skilled teachers who have a thorough understanding of the processes of curriculum development and are able to offer leadership, both across the curriculum and in specific subject areas, has never been greater. In particular, increased expertise is called for in the areas of assessment and testing within the 4 to 11 age range.

In addition, the proposed Advanced Diploma Course is linked with a series of College validated options which will make it possible for well qualified and experienced teachers who wish to change from Secondary to Primary, or, who have been out of teaching for some time to acquire the appropriate experience of current primary school practice across the curriculum. In this way, the opportunity to study for the Advanced Diploma is opened up to a wide range of teachers from differing backgrounds. A diagrammatical representation of the D.A.S.E. course and the linking retraining options is shown in the Appendix.

The possibility of meeting individual teachers' needs in this way has been made possible by the development over the last two years at Charlotte Mason of a College Certificate course designed to enable teachers to engage in a reskilling process. The foundations are now there to offer to the best qualified and most experienced of the teachers the opportunity to study at a high level, using high order skills whilst still having the option to link into a retraining programme.

2. CONSULTATION

There has been wide consultation in the development of this Advanced Diploma. Cumbria L.E.A. together with Advisers from other L.E.A.s have monitored the progress of the current College Certificate Course and have been very supportive in terms of sponsoring students. Participating L.E.A.s will be closely involved in both the selection of candidates and in assessment as the course develops. Cumbria Primary Headteachers Consultative Group have discussed the course and have commended its intensive nature, expressing support for its one year full-time structure.

3. THE COURSE

The Advanced Diploma in Primary Education is designed as a one year full-time course which will draw upon the resources and expertise built up through our other professional courses. It will provide, through an advanced programme of core studies, analytical and reflective skills together with the enhanced knowledge and understanding required by the present day primary school teacher who wishes to adopt a leadership and consultative role in curriculum development. Within and beyond this, students will be expected to contribute to their own development and professional training as individuals and in groups by identifying their own needs, by building up strengths, and by the pooling and sharing of insights and experiences. Considerable responsibility, therefore, falls upon students for collaborating with tutors, other teachers and fellow in-service student in their own professional development. The aim is to enable teachers to develop high order skills of reflection to enable them to make a significant contribution to curriculum change in the Primary School.

Supervised school placements will be an extensive feature of the course and will include experiences in both the infant and junior age ranges for all students. This school experience will not be of an apprenticeship sort but will involve the development of a professional partnership with serving teachers who are models of good practice. This notion of professional partnership will enable the school experiences to be linked directly with the college taught elements and to be adaptable to the varying professional needs of the students.

The supervising college tutors will have responsibility for preparing the student for schools experience, negotiating an appropriate pattern of working between the mentor teacher and student, acting as a consultant to both parties in monitoring the progress and partnership and offering professional advice when and where necessary. The mentor teachers will have responsibility for inducting the student into the aims and curriculum policies of the school, familiarising the student with the working practices of the class and teacher, enabling the student to work towards well informed practice of individual, group and class teaching, and encouraging a high level of critical analysis and strategic planning. Both the mentor and the supervising tutor will assist the student in a reflective appraisal of performance and understanding.

The 'mentors' will have the opportunity to follow in-service training which will lead to a 'master teacher' qualification in the area of school supervision. School experiences will also emphasise the IT/INSET model with the emphasis on advanced projects in curriculum development. The latter will enable students to explore and develop the role of a curriculum co-ordinator in the Primary School.

There will be the opportunity to specialise in either the early or the middle years of schooling in the second half of the course. This will occur in an established pattern of school placements. However, the nature of the opportunities will reflect the individual strengths of the students. The whole emphasis will be on partnership with schools and the notion of an exchange of skills. If possible, the school placements will be arranged to take place in the student's home area and the whole of this programme will be arranged and supervised by their Professional Tutor.

4. RECRUITMENT

The course will be open to qualified teachers who have taught successfully for a minimum of two years (or have equivalent experience) together with one of the following qualifications:

Certificate in Education
P.G.C.E.
Recognised Teacher Qualification from abroad.

Students will be recruited from the following backgrounds:

a) Teachers who wish to transfer from Secondary or Special Education to the Primary Sector.
b) Qualified teachers who have been out of teaching for some time and wish to apply for posts in the Primary Sector.
c) Teachers from abroad who wish to gain experience and understanding of English Primary Education.
d) Primary School Teachers who wish to enhance their understanding of primary practice with a view to taking on further professional responsibilities.

5. INTERVIEWING PROCESS

Applications will be sought from suitably qualified candidates who have:

a strong commitment to primary education
the intellectual qualities to study at a high level
the ability to work effectively in team situations
the potential to make a significant contribution in enabling primary schools to respond to rapid educational change.

Applicants will be required to demonstrate their suitability for the course in individual interviews and in group problem solving activities. Interviews will be carried out by college staff, primary school teachers and, where appropriate, L.E.A. Advisers.

6. STAFFING AND RESOURCES

The course will be led by the Director P.G.C.E. who will be supported by professional and curriculum tutors appropriate to the needs of students.

7. CONCLUSION

The Advanced Diploma in Primary Education outlined above presents the opportunity for teachers from varying backgrounds to study for an advanced qualification which will enable them to contribute, in a leadership role, to the period of rapid change which is being demanded of Primary Schools. By careful linking with College validated elements, it also offers the opportunity, for those teachers who wish to take it, of developing or refreshing teaching skills across the whole of the primary age range.

B. COURSE OUTLINE

The course is designed to cater for teachers from a wide range of backgrounds. The proposal, as outlined, represents the advanced elements which will be offered alongside optional retraining elements drawn from our existing Certificate in Applied Education Course, the latter being available to those teachers who wish to take advantage of them. A diagrammatic representation of the Diploma Course alongside the full range of options is included as the Appendix.

OBJECTIVES

The course will enable students to:

1. enhance their knowledge and understanding of current developments across the whole of the primary school curriculum including the core subjects of English, Mathematics and Science

2. increase their effectiveness in teaching across the whole range of the curriculum

3. be able to act in a consultancy role in a specific area of the curriculum

4. to develop an analytical and reflective approach, enabling them to identify their strengths and weaknesses and to respond accordingly

5. contribute in a leadership role to the demands made on primary schools by the introduction of the National Curriculum

6. engage in a continuing process of professional development designed to enhance their ability to act in a consultancy role

7. develop team approaches to curriculum development in the school context.

SCHOOL EXPERIENCE

First half Autumn Term	2 days per week (11 days) Infant Age Range - Professional partnership with mentor teacher
Second half Autumn Term	4 weeks continuous (20 days) Infant Age Range - Professional partnership with mentor teacher
Spring Term	1 day per week (10 days) IT/INSET Junior Age Range
	5 days continuous Junior or Infant Age Range
Summer Term	6 weeks continuous (30 days) Junior or Infant Age Range

Total days school placement = 76 days

In addition, there will be 5 days of fieldwork related to multicultural education, special needs and parental involvement.

School Experiences will be specifically designed to cater for the individual needs of the students.

In the first term this process is linked with the notion of a 'mentor', who, in collaboration with the college supervisor and the student, will be responsible for designing the specific programme of work in school. This can take either, or both of, the following forms:

a) development of classroom management skills across the curriculum

b) development of broadly based curriculum management skills.

In the second term the focus will be upon the area of a curriculum specialism and will emphasise, through IT/INSET, whole school approaches to curriculum development. An essential aspect of this experience for all students will be the opportunity to engage in a team enterprise which focuses on the skills required for co-operative curriculum evaluation and development. This approach will involve diagnostic, evaluative and developmental skills. The emphasis will be on working as a member of a professional team and sharing in planning and evaluation in a specific area of the curriculum. This period of school experience will result in an assessed piece of coursework which will be an evaluative review of the particular IT/INSET project.

A second phase of the school based experience in the second term will be the opportunity to act as a curriculum consultant in a 'whole school' experience. Students will work in teams to prepare a balanced curriculum for a whole primary, infant or junior school for a short period of time. The student will have the opportunity to both work across the curriculum with a specific age range and to act as consultant in a particular curriculum area. The skills emphasised are those of presenting ideas in a form utilisable by others and in ensuring appropriate curriculum balance.

In the third term, the student will be required to develop a curriculum development project on their own initiative. It must take account of:

a) the needs of the children
b) the demands of the National Curriculum
c) the need for curriculum breadth
d) processes of prioritisation
e) the demands of assessment and evaluation
f) theoretical models of curriculum change.

This final school experience will result in a piece of coursework (the Fieldwork Profile) which will be an analytical and reflective account of the student's fieldwork experience.

For all students, there will be the opportunity, in consultation with their college supervisors, to engage in classroom practice with the intention of enhancing teaching and classroom management skills across the primary school curriculum. This work will be recorded in a reflective diary which will provide an ongoing record of the development of teaching and analytical skills.

COLLEGE BASED COURSES

Throughout the year, all students will take advanced courses in:

Language and Reading	30 hours
Mathematics Education	30
Science	30
Primary Curriculum Course	60
Curriculum Specialism	30
Education & School Studies	30

In addition, there are shorter, intensive sessions devoted to:

Special Educational Needs	15 hours
Multicultural Curriculum	15
School Fieldwork Evaluation	15
Technology across the Curriculum	15

Total College Based Courses = 270 hours

ASSESSMENT

A pass level must be achieved in each of the following areas:-

a) Coursework
   (i) A seminar paper in Educational Studies which will critically examine a current educational issue (4,000 word equivalent)
   (ii) An evaluative review of an IT/INSET project (4,000 words)

b) Dissertation
   A project in the student's curriculum specialism which will debate and critically assess an issue related to curriculum development and the role of the curriculum consultant in the appropriate domain
   (8,000 words)

c) Fieldwork Profile
   An analytical and reflective account of the student's fieldwork in the final school placement. It will involve the application of theoretical models of curriculum development in the broader context of rapid educational change in the primary school. The profile will examine the identification, prioritisation and implementation of strategies for change in relation to the student's practical experience in a primary school. The emphasis of this profile will be on the broader aspects of curriculum leadership.
   (8,000 words)

All written work will be assessed on a five point scale (A-E) in accordance with the regulations of the University of Lancaster for one year courses of advanced study.

The award of the Diploma will be made where marks in each of the three areas of assessment are a minimum of 'D'.

A Distinction will be awarded where there are a minimum of two 'A's and a 'B' in the three areas of assessment.

PHASING OF ASSESSMENT

Seminar Paper	End of Autumn Term
IT/INSET Review	Beginning of Summer Term
Dissertation	First Friday in May
Fieldwork Review	31st August

The seminar papers presented during the Autumn Term will provide an early indication of the academic potential of the students.

CHS/EC
31.1.89

APPENDIX

COURSE COMPONENTS FOR D.A.S.E. & OPTIONAL RETRAINING ELEMENTS

	D.A.S.E.	RETRAINING
English	30 hours	30 hours
Maths	30	30
Science	30	30
P.C.F.C.	60	74
Educational Studies	30	10
Specialism	30	
Multicultural	15	
S.E.N.	15	
Technology	15	
Fieldwork Evaluation	15	
TOTAL	270 hours	174 hours